

Cracking the Code

In this strategy students will become intimate with unfamiliar words.

Teacher Preparation:

1. Underline unfamiliar words in a selected reading. Make a copy for each student.
2. Make a copy of the *My Educated Definition* chart (5-5-2) for each student.
3. Create an *How Close Were You?* chart (5-5-3) with the words and the actual definitions. Make a copy for each student.

Lesson Plan:

1. Give students the reading selection with the unfamiliar words underlined.
2. Have students read the passage and see if they can figure out what each underlined word means.
3. For each of the underlined words from the passage, have students generate a preliminary definition in the column called “My Educated Definition” on the chart.
4. Ask students: How did you generate your definitions? What techniques did you use to “educate” your definitions?
5. After students complete that task give them the chart you made (*How Close Were You?*) Ask students:
 - How close were your educated definitions?
 - What subtleties, shades, or meanings did you miss?
 - Note the differences between your educated definition and the actual definition in the “Differences” column.

This strategy was adapted from *Word Works Cracking Vocabulary's Code* presented by Daniel Moirao Ed. D at Fuquay-Varina High School, March 6, 2008

Cracking the Code My Educated Definition

| Word | My Educated Definition | Actual Definition | Differences |
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Cracking the Code How Close Were You?

Here are the actual definitions of the words. How close were your educated definitions? What subtleties, shades, or meanings did you miss? Note the differences between your educated definition and the actual definition in the “Differences” column of your chart.

| Word | Definition |
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